

# Education Watch

## DISTRICT OF COLUMBIA

### Key Education Facts and Figures

*Achievement, Attainment and Opportunity*

*From Elementary School through College*



Prepared by the Education Trust, Inc.

**Fall 2006**

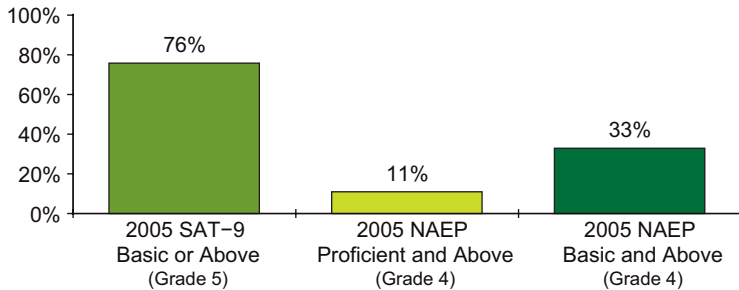
## District of Columbia Elementary Reading Achievement

Perhaps the most important task of elementary schools is to teach students to read well. Strong reading skills are the key to later success both in school and in life.

The following charts compare your state's reading performance on the 2005 state assessment and National Assessment of Educational Progress (NAEP). Be aware that some states have changed their standards, assessments, or both since 2005. Readers should investigate the most recent state assessment data to get a complete picture of student achievement.

### Are students proficient in reading?

**Grade 4 & 5 Overall Reading/ELA Performance**  
*District of Columbia Assessment and NAEP*

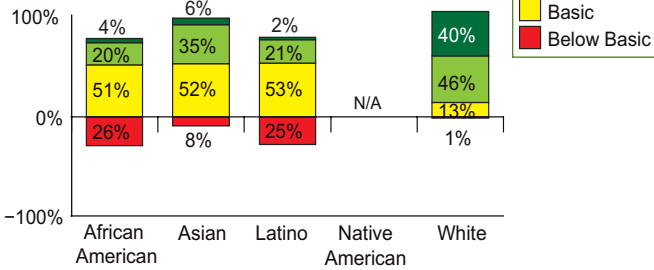


The bar on the left shows the percentage of students scoring at or above the proficient level, or state equivalent, on the state's elementary reading/ELA assessment. The bar in the middle shows the percentage of your state's fourth-graders performing at or above proficient on the National Assessment of Educational Progress (NAEP) in reading. Comparing the two is one way to get some perspective on the level and rigor of the state's assessment. The bar on the right shows the percentage of your state's fourth-graders performing at least at the basic level on NAEP.

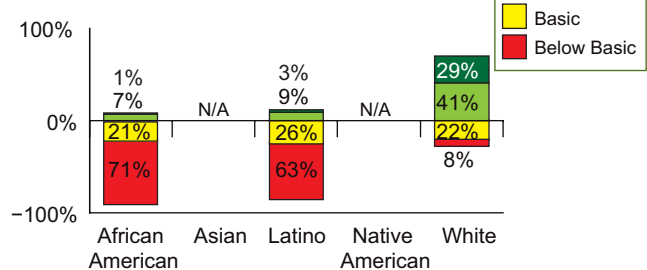
### Do results vary by group?

It's also important to look underneath overall averages to see how different groups of students are performing. By looking at achievement data by group, states can draw attention to the students who need the most help. The charts below show the distance each group has to go in order to reach the proficient level on the state assessment and on NAEP.

**2005 Stanford-9 (SAT-9)**  
*Grade 5 Reading*



**2005 NAEP—District of Columbia**  
*Grade 4 Reading*



### Is NAEP performance improving?

#### Grade 4 Reading

	NAEP Scale Score		Change from 1998-2005	
	1998	2005	State Change	Biggest Gainers
African American	174	187	13	23 (DE)
Asian	N/A	N/A	N/A	23 (MA, MN)
Latino	173	193	20	40 (DE)
Native American	N/A	N/A	N/A	10 (NM)
White	247	252	5	17 (DE)
All	179	191	12	19 (DE)

This table shows the amount of progress your state made on NAEP with each group of fourth-graders. The last column shows the amount of progress made by the biggest gaining state for that group over the same period of time. How does your state compare?

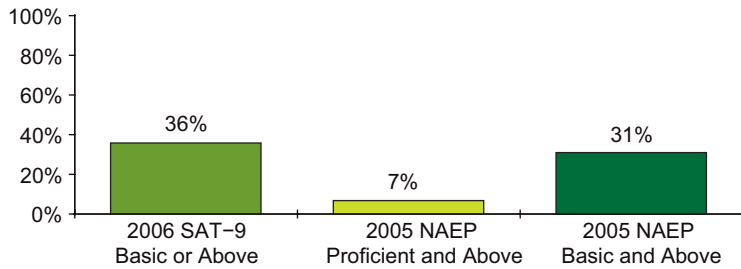
## District of Columbia Middle Grade Mathematics Achievement

To survive in our information society, all Americans need a solid foundation in mathematics. Middle schools play a particularly central role in assuring that students have not only mastered basic computation, but are also developing the mathematical thinking and problem-solving skills that are so important in the mathematics courses they will take in high school.

As we showed with reading on the previous page, the following charts compare students' mathematics performance on the 2005 state assessment and National Assessment of Educational Progress (NAEP).

### Are students proficient in mathematics?

**Grade 8 Overall Math Performance**  
District of Columbia Assessment and NAEP

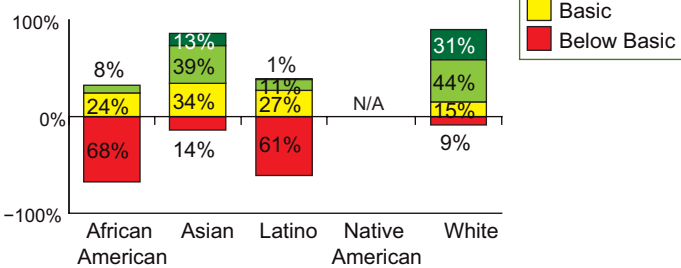


The bar on the left shows the percentage of students scoring at or above the proficient level, or the state equivalent, on the state's middle grades mathematics assessment. The bar in the middle shows the percentage of your state's eighth-graders performing at or above proficient on the National Assessment of Educational Progress (NAEP) in mathematics. Comparing the two is one way to get some perspective on the level and rigor of the state's assessment. The bar on the right shows the percentage of your state's eighth-graders performing at least at the basic level on NAEP.

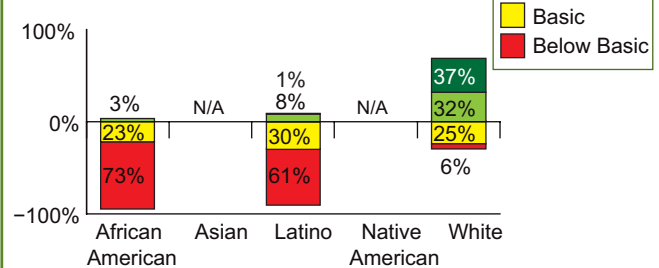
### Do results vary by group?

It's also important to look underneath overall averages to see how different groups of students are performing. By looking at achievement data by group, states can draw attention to the students who need the most help. The charts below show the distance each group has to go in order to reach the proficient level on the state assessment and on NAEP.

**2005 Stanford-9 (SAT-9)**  
Grade 8 Math



**2005 NAEP—District of Columbia**  
Grade 8 Math



### Is NAEP performance improving?

#### Grade 8 Mathematics

	NAEP Scale Score		Change from 2000-2005	
	2000	2005	State Change	Biggest Gainers
African American	231	241	10	17 (AZ)
Asian	N/A	N/A	N/A	22 (MA)
Latino	236	252	16	19 (MA, NE)
Native American	N/A	N/A	N/A	18 (ND)
White	300	317	17	17 (DC, SC)
All	235	245	10	16 (SC)

This table shows the amount of progress the state made with each group of eighth-graders on NAEP. The last column shows the amount of progress made by the biggest gaining state for that group over the same period of time. How does your state compare?



**How Does District of Columbia Achievement Compare?**

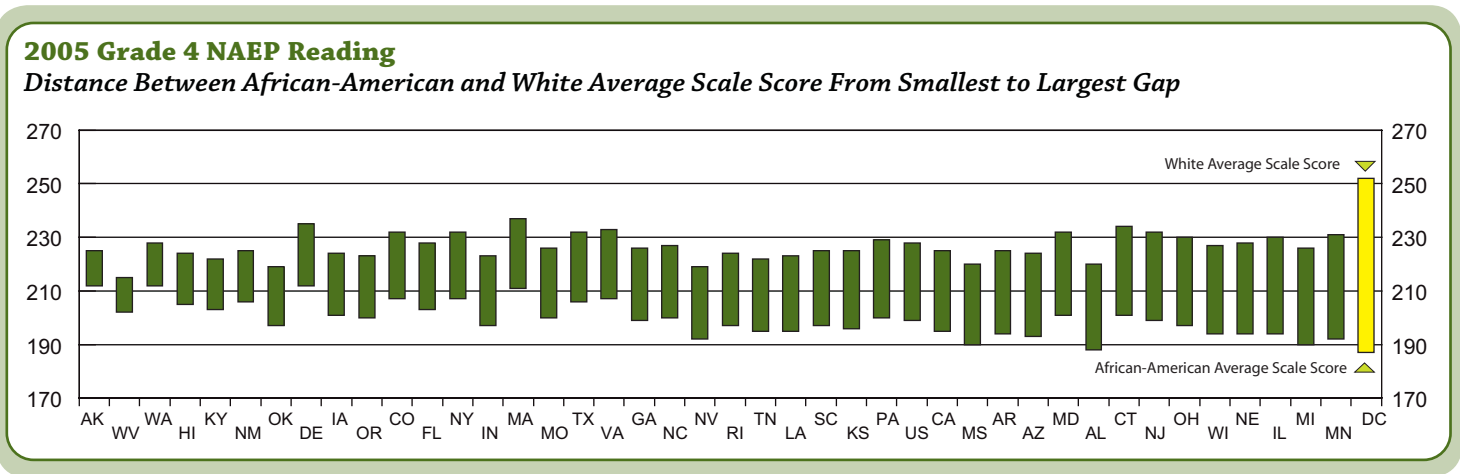
The win-win pattern most state residents will want to see is rising student achievement combined with narrowing gaps between student groups. On these pages, we show where your state is in meeting this twofold goal with respect to either African-American or Latino students, whichever is the largest “minority” group in this state, as well as with low-income students.

Readers should note that progress on one part of the goal does not necessarily mean progress on the other. For example, a state can have a narrow achievement gap between White and minority students, but the achievement levels of both groups are low. Likewise, minority achievement can be high relative to other states, but low in relation to White achievement in their own state, leaving a large gap. The best situation is progress on both fronts.

**NAEP Grade 4 Reading**

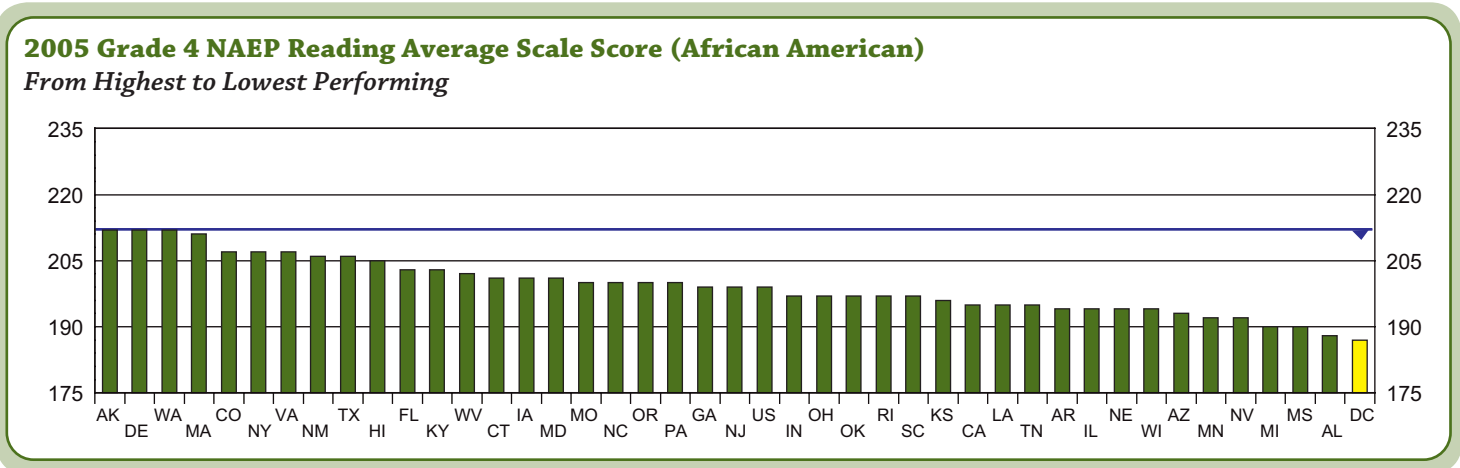
*How does your state’s African American-White achievement gap compare?*

The chart below shows the reading achievement gap between your state’s African-American and White fourth-graders on NAEP. The top of each bar represents the average scale score for White students and the bottom is that for African-American students.



*How do African-American scores in your state compare?*

Some states are far more successful teaching minority students than others. The following chart shows the average scale scores of African-American fourth-graders across states.



**Questions to think about:** How does the performance of this group of students in your state compare across states? How does the gap size compare across states?

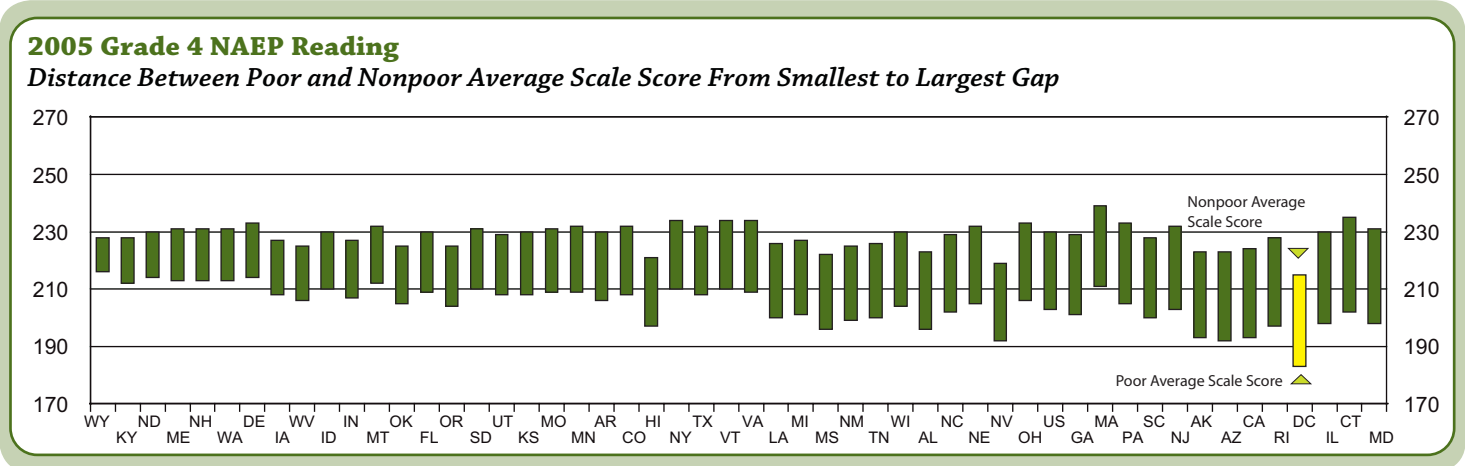
## How Does District of Columbia Achievement Compare?

### NAEP Grade 4 Reading

These charts examine the achievement of low-income students.

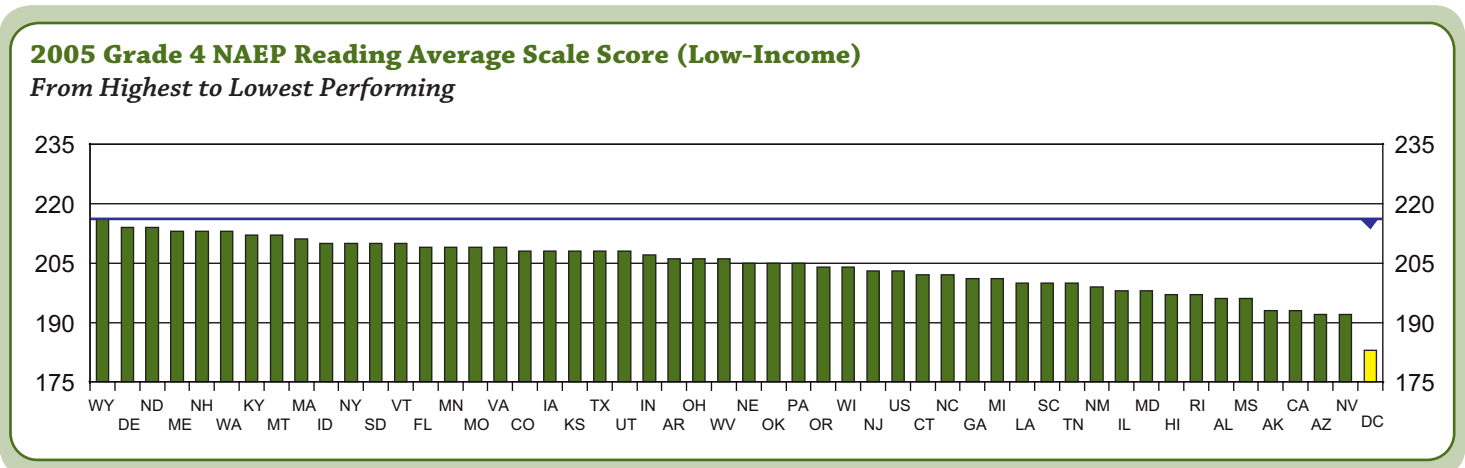
#### How does your state's gap between poor and nonpoor students compare?

The chart below shows the reading achievement gap between your state's poor and nonpoor students on NAEP. The top of each bar represents the average scale score for nonpoor students and the bottom is that for low-income students.



#### How do low-income scores in your state compare?

Some states are far more successful teaching low-income students than others. The following chart shows the average scale scores of low-income fourth-graders across states.



**Questions to think about:** How does the performance of this group of students in your state compare across states? How does the gap size compare across states?



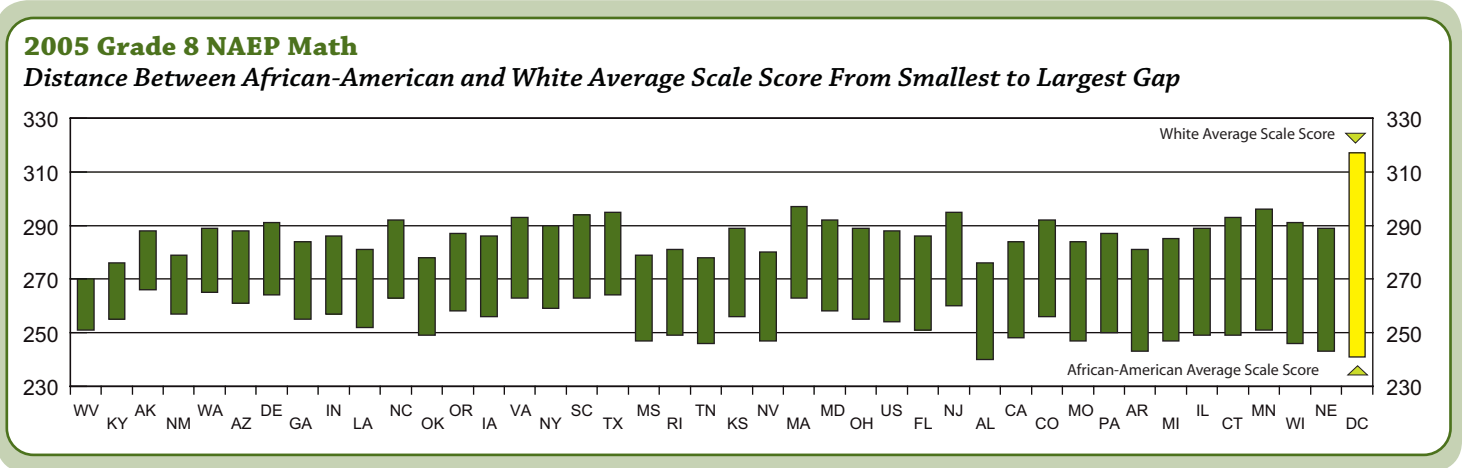
**How Does District of Columbia Achievement Compare?**

**NAEP Grade 8 Mathematics**

These charts examine the achievement of the largest “minority” group in this state.

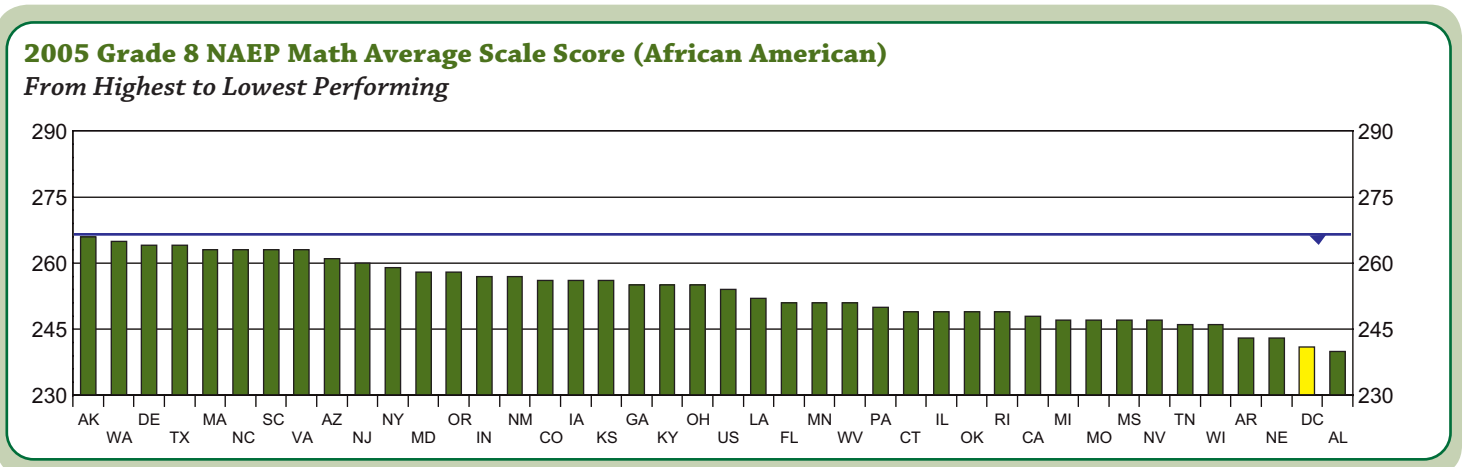
*How does your state’s African American-White achievement gap compare?*

The chart below shows the mathematics achievement gap between your state’s African-American and White eighth-graders on NAEP. The top of each bar represents the average scale score for White students and the bottom is that for African-American students.



*How do African-American scores in your state compare?*

Some states are far more successful teaching minority students than others. The following chart shows the average scale scores of African-American eighth-graders across states.



**Questions to think about:** How does the performance of this group of students in your state compare across states? How does the gap size compare across states?

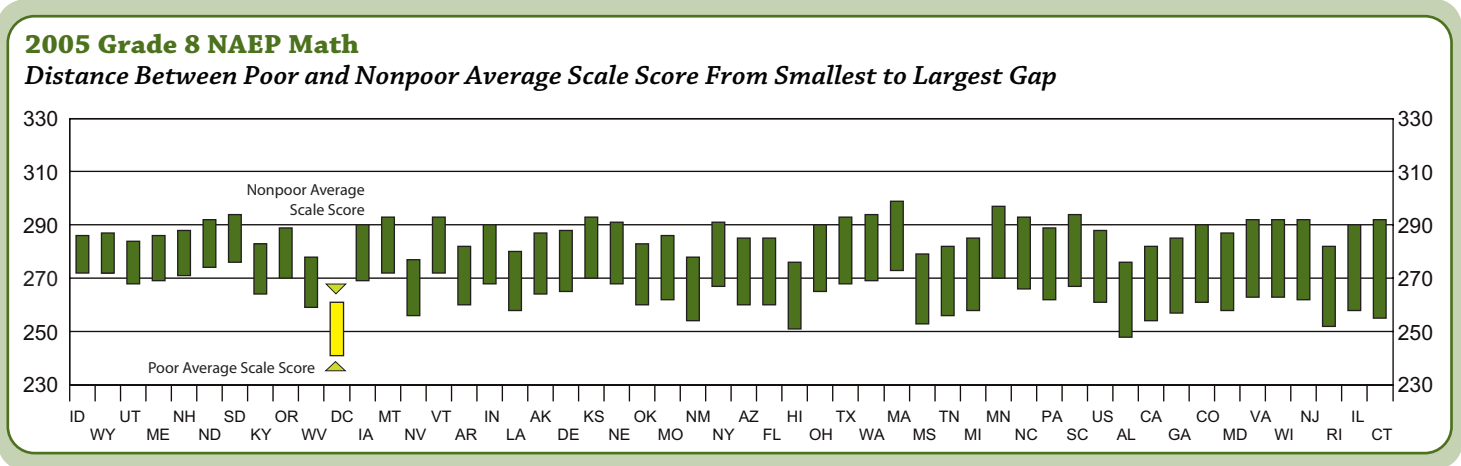
## How Does District of Columbia Achievement Compare?

### NAEP Grade 8 Mathematics

These charts examine the achievement of low-income students.

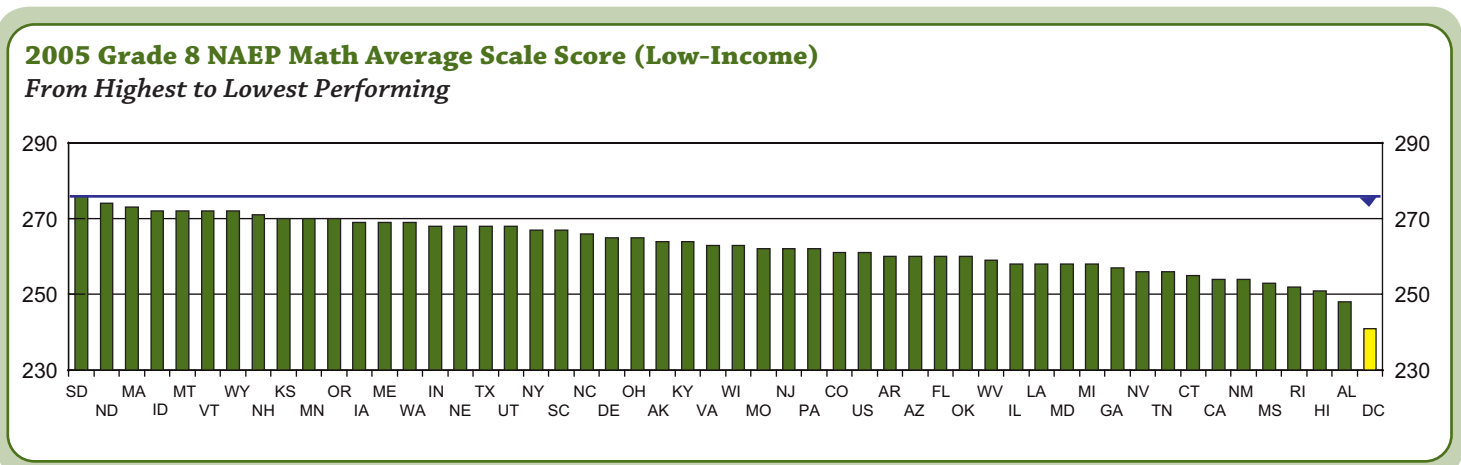
#### How does your state's gap between poor and nonpoor students compare?

The chart below shows the mathematics achievement gap between your state's poor and nonpoor students on NAEP. The top of each bar represents the average scale score for nonpoor students and the bottom is that for low-income students.



#### How do low-income scores in your state compare?

Some states are far more successful teaching low-income students than others. The following chart shows the average scale scores of low-income eighth-graders across states.



**Questions to think about:** How does the performance of this group of students in your state compare across states? How does the gap size compare across states?





In earlier times, young people with weak reading and math skills could still find good jobs if they were willing to work hard. Now a high school diploma is the bare minimum for young people. Most will also want at least some postsecondary education or training in order to succeed in today's marketplace.

### Student Demographics, 2005

**Population and enrollments:** These data offer a picture of the student population in this state. Comparing the demographic distribution of students across each educational level shows what happens to children as they journey through the education system. Significant differences should raise questions about equity.

	Population, age 5-24*	Public K-12	Two-Year Colleges	Four-Year Colleges
African American	59%	84%	N/A	37%
Asian	3%	1%	N/A	5%
Latino	9%	9%	N/A	4%
Native American	0%	0%	N/A	0%
White	22%	5%	N/A	38%
Other	7%	N/A	N/A	16%
Number	165,055	76,714	N/A	78,913

\* Census 2000, Most recent data.

### Participation and Success in Advanced Placement, 2005

**Composition of AP test takers:** Students take Advanced Placement (AP) exams after completing year-long AP courses, typically among the highest level offered in high schools. In a system where all students have equal access to these opportunities, the percentage of test-takers by race and ethnicity would be proportional to their representation in public K-12 enrollment.

#### Who Takes AP Tests?

**Example:** *Of all AP test takers, this proportion were African Americans.*

	Public K-12 Enrollment	Calculus AB	English Language and Composition	Biology
African American	84%	19%	47%	21%
Asian	1%	10%	6%	8%
Latino	9%	6%	7%	4%
Native American	0%	0%	1%	1%
White	5%	65%	39%	67%
Number	76,714	342	405	363

**Success rates of AP test takers:** While AP test taking offers a picture of access to AP coursework, relative achievement on these exams is an important measure of student/teacher preparedness. Huge variability in the proportion of test takers that earn a 3 or greater should raise questions about the quality of instruction or educational resources provided in courses labeled Advanced Placement.

#### Who Scores a 3, 4, or 5?

**Example:** *Of all African Americans who took the AP Calculus exam, this percent scored a 3, 4 or 5.*

	Calculus AB	English Language and Composition	Biology
African American	25%	16%	19%
Asian	79%	N/A	76%
Latino	N/A	20%	N/A
Native American	N/A	N/A	N/A
White	74%	80%	80%
Overall	65%	43%	66%



## District of Columbia High School and College Success

### Who makes it through high school?

#### On-Time High School Graduation Rates, 2003

African American	58%
Asian	N/A
Latino	41%
Native American	N/A
White	84%
Overall	59%

The high school diploma represents a basic certification of knowledge and skills. This table shows the probability that a student in the ninth grade will complete high school on time with a regular diploma.

### Who makes it through college?

For young people today good jobs increasingly require at least some postsecondary training with the greatest advantage going to those with a B.A. or better. In the last decade, college-going rates skyrocketed. Below we offer several indicators of post-secondary trends in your state compared to the performance of the top states on each indicator.

#### Participation and Persistence in Postsecondary

	District of Columbia	Top States*
H.S. freshmen enrolling in any U.S. college w/in 4 years, 2002	N/A	53%
1st year community college students returning their 2nd year, 2004	N/A	62%
Freshmen at 4 year colleges returning their sophomore year, 2004	N/A	82%
First-time full-time freshmen completing a BA within 6 years, 2005	74%	67%

\* Top States = Median of Top 5 Performing States

In order to determine equity in attainment rates, we provide official six-year graduation rates for students in your state's largest public university. We also provide 4- and 6-year college-graduation rates statewide. Taken together, these indicators should paint a fairly representative picture of who makes it through college.

#### 6-Year Graduation Rates at Largest State University, 2005

(first-time, full-time freshmen, fall 1999)

University Of The District Of Columbia	
African American	46%
Asian	N/A
Latino	N/A
Native American	N/A
White	N/A
Overall	33%

#### 4- and 6-Year College-Graduation Rates Statewide, 2003 and 2005

(first-time, full-time freshmen, fall 1999)

	4 Years	6 Years
African American	45%	64%
Asian	72%	78%
Latino	58%	68%
White	72%	79%
Other	60%	69%
Overall	65%	74%



Differences in achievement and attainment between groups of students are often rooted in differences in the availability of educational resources. To begin to understand achievement gaps between groups of students, states and districts should look at the distribution of qualified teachers, challenging curricula, and funds.

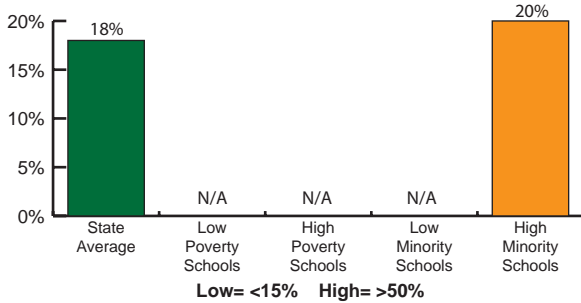
**Qualified Teachers**

*Who teaches whom?*

Research is very clear: Good teachers make good schools. Students who get several effective teachers in a row will soar no matter what their family backgrounds, while students who have even two ineffective teachers in a row rarely recover.

Under the No Child Left Behind Act (NCLB), every state and school district must make sure that low-income students have their fair share of qualified and experienced teachers. Readers should investigate their state’s plan for doing this.

**Percentage of District of Columbia Secondary Classes Taught by Teachers Lacking a Major or Minor in Field, 1999-2000**



This chart shows one measure of the distribution of teacher talent in this state. According to national survey data, about 1 in 4 of all secondary classrooms are taught by teachers lacking either a major or minor in the subject area. Classrooms in high-poverty schools and high-minority schools are far more likely than those in low-poverty or low-minority schools to be taught by teachers out of their field of expertise.

**Challenging Curriculum**

Employers have joined higher education in the demand for individuals with high-level knowledge and skills. All students need a rigorous curriculum in order to be prepared for success whether they choose college or work after high school. Yet too few students have the opportunity to gain these skills through rigorous math and science courses.

*High Level Course-Taking, 2004*

Course-taking is an indicator of the amount of access students have to challenging subject matter. States should examine differences in access for different student groups.

	District of Columbia	Top States*
8th graders taking Algebra	N/A	35%
9th-12th graders taking at least 1 upper-level math course	N/A	64%
9th-12th graders taking at least 1 upper-level science course	N/A	40%

\* Top States = Median of Top 5 Performing States

## Opportunity Gaps in District of Columbia

### Special student placements, 2002

School programs vary a great deal in their level of curriculum and instruction. If there is equity in placements, the number of Latino students, for example, placed in gifted and talented programs should be proportional to Latinos enrolled in K-12. Although suspensions are not precisely an academic program, we include data about them because too often they represent a placement out of the system altogether.

Example for reading this chart: Of all students enrolled in gifted and talented programs in your state, this proportion were African Americans.

	% Public K-12 Enrollment	% Gifted and Talented	% Special Education	% Suspensions
African American	84%	0%	91%	95%
Asian	2%	0%	1%	0%
Latino	10%	0%	6%	4%
Native American	0%	0%	0%	0%
White	4%	0%	2%	0%

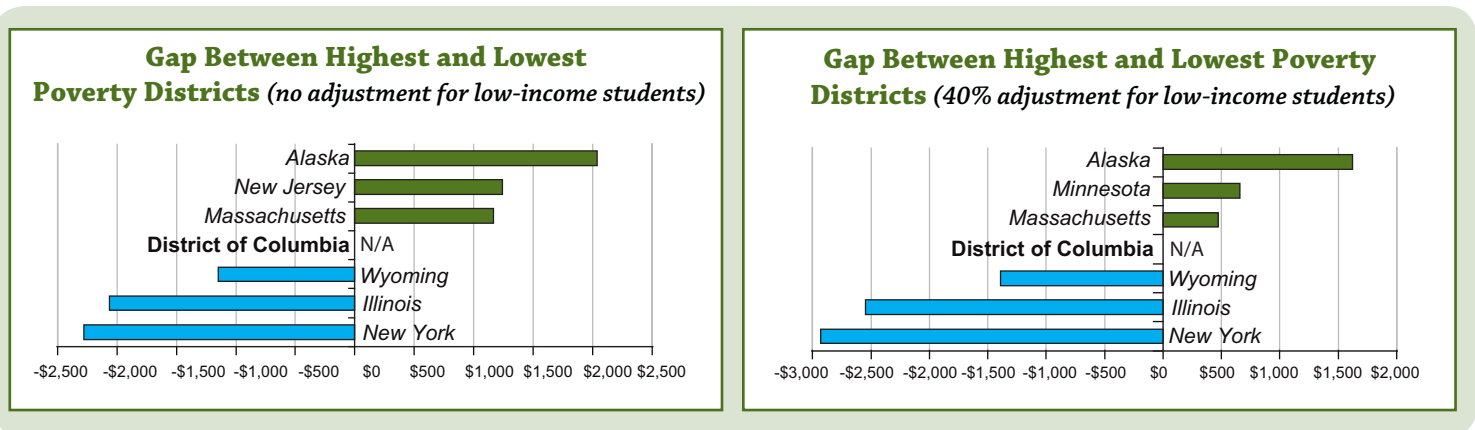
## Investments

### Funding Gaps: Education Dollars by District Poverty Enrollment, 2003

Many states spend considerably less money, in terms of state and local resources, on the education of poor children than they do on other children.

The chart on the left shows the dollar difference between per-student funding in high- and low-poverty districts in your state. Some states, like Illinois, have funding gaps of more than \$2,000 per student. Other states, like Massachusetts, actually provide more resources to high-poverty districts.

These absolute numbers, however, underestimate the relative inequity poor students face. It is generally accepted that poor children need more support to reach the same standards as their more advantaged peers. The chart on the right shows the dollar difference between high- and low-poverty districts using a 40% adjustment for low-income students. This adjusted measure gives a more accurate comparison of the relative capacity of different districts to effectively serve their students.



*College Affordability Gaps, 2005*

College costs often discourage students with limited means from seeking further education. States can lessen this problem by targeting their aid dollars to low-income students and by providing affordable colleges within the reach of low-income families.

	District of Columbia	Top States*
Amount state provides to low-income students for every \$1 of federal Pell grants	\$0.06	\$0.82
Share of income that poorest families need to pay for tuition at lowest priced colleges	N/A	7%

\* Top States = Median of Top 5 Performing States

**Online Data Resources from the Education Trust**

These easy-to-use, fully interactive online data tools are available on our website at [www.edtrust.org](http://www.edtrust.org):

***Education Watch Online***

EdWatch Online, our state and national data site, allows users to compare student achievement and opportunity data across states and for the nation.

***Dispelling the Myth Online***

Dispelling the Myth Online allows users to mine school-level achievement data in almost every state. This tool allows you to use the demographic and performance criteria of your choice to conduct searches for high-performing or high-improving schools serving large proportions of low-income and minority students.

***College Results Online***

College Results Online provides graduation rates for all four-year public or private non-profit colleges and universities in the country. Users can see how the graduation rate of a selected institution compares to those of other similar institutions. Users can also see graduation rates broken down by students' race, ethnicity, and gender within a single institution and how overall graduation rates at individual colleges and universities have increased or declined over time.



*The Education Trust was created to promote high academic achievement for all students at all levels, pre-kindergarten through college. While we know that all institutions could better serve their students, our work focuses on the schools and colleges most often left behind in efforts to improve education: those serving Latino, African American, Native American and low-income families.*

## Achievement

### Pages 2-3

- **National Assessment of Educational Progress (NAEP), 2005**  
National Center for Education Statistics, NAEP Data Explorer.  
<http://nces.ed.gov/nationsreportcard/nde/>  
Notes:
  - NAEP data are not reported for racial/ethnic groups where the sample size is too small for a reliable estimate.
  - NAEP scale score changes may not be statistically significant.
- **State Assessments, 2005**  
Data collected from state department of education Websites except for Hawaii, Maine, and Nebraska. Data from these states are from the Consolidated State Performance Report for 2004-05, submitted to the U.S. Department of Education on March 6, 2006.

### Pages 4-7

- **National Assessment of Educational Progress (NAEP), 2005**  
National Center for Education Statistics, NAEP Data Explorer.  
<http://nces.ed.gov/nationsreportcard/nde/>  
Notes:
  - NAEP racial/ethnic cross-state graphs are presented for either African-American or Latino students, whichever group represents a greater proportion of public K-12 enrollment in the state for the 2004-05 school year, as reported to the National Center for Education Statistics, Common Core of Data.
  - In NAEP family income cross-state graphs, low-income status is defined as eligibility for the federal free or reduced-price lunch program.
  - In all NAEP cross-state graphs, states that share the same gap size or average scale score are ordered alphabetically.

## Attainment

### Page 8

- **Population, Age 5-24, 2000**  
U.S. Census, American Fact Finder, 2000. <http://www.census.gov>  
Note:
  - Population percentages are for 2000, the most recent year available, while public K-12, two-year college, and six-year college enrollment percentages are for 2004-05, so caution should be used when making direct comparisons.
- **Public K-12 Enrollment, 2005**  
National Center for Education Statistics, Common Core of Data.  
<http://nces.ed.gov/ccd/>  
Notes:
  - K-12 enrollment percentages are for the 2004-05 school year for all states and the District of Columbia, except for Nevada. The 2004-05 data were not available for Nevada, so 2003-04 data is used instead.
  - K-12 enrollment racial distribution is based on the sum of African-American, Asian, Latino, Native American, and White students in the state. Unlike population age 5-24, two-year college enrollment, and four-year-college enrollment, K-12 enrollment does not have an 'Other' category.
- **Two- and Four-Year College Enrollment, 2005**  
Ed Trust analysis of data from the National Center for Education Statistics, Integrated Postsecondary Education Data System.  
<http://nces.ed.gov/ipeds/>
- **Participation and Success in Advanced Placement, 2005**  
The College Board, AP Summary Reports, 2005. [http://collegeboard.com/student/testing/ap/exgrd\\_sum/2005.html](http://collegeboard.com/student/testing/ap/exgrd_sum/2005.html)  
Note:
  - AP data do not include data for students whose racial/ethnic identification is 'Not Stated' or 'Other.'

## Attainment (continued)

### Page 9

- **On-Time High School Graduation Rates, 2003**  
Education Week, Diplomas Count: An Essential Guide to Graduation Policy and Rates, June 2006.  
Note:
  - The on-time graduation rates are based on the Cumulative Promotion Index (CPI) method, which estimates the probability that a student in the 9th grade will complete high school on time with a regular diploma. For more information on the CPI calculation, see Diplomas Count.
- **High School Freshmen Enrolling in any U.S. College within 4 Years, 2002;** and
- **1st Year Community College Students Returning their Second Year, 2004;** and
- **Freshmen at 4-Year Colleges Returning their Sophomore Year, 2004**  
National Center for Public Policy and Higher Education, Measuring Up, 2006. <http://measuringup.highereducation.org/>  
Note:
  - Top states defined as the median value of the five highest-performing states in each indicator.
- **First-Time, Full-Time Freshmen Completing a B.A. within 6 Years, 2005;** and
- **6-Year Graduation Rates at Largest State University, 2005;** and
- **4- and 6-Year College-Graduation Rates Statewide, 2003 and 2005**  
Ed Trust analysis of data from the National Center for Education Statistics, Integrated Postsecondary Education Data System, Graduation Rate Survey. <http://nces.ed.gov/ipeds/>  
Notes:
  - 6-year percentages represent the proportion of students who enrolled as first-time, full-time bachelor's degree-seeking freshmen in the Fall of 1999 and received a bachelor's degree from the same institution on or before August 31st 2005.
  - 4-year percentages represent the proportion of students who enrolled as first-time, full-time bachelor's degree-seeking freshmen in the Fall of 1999 and received a bachelor's degree from the same institution on or before August 31st 2003.
  - For more information on 4- and 6-year graduation rates at 4-year colleges, including comparisons of graduation rates among similar institutions, see <http://www.collegeresults.org>.

## Opportunity

### Page 10

- **Who Teaches Whom?**  
National Center for Education Statistics, 1999-2000 Schools and Staffing Survey. Calculations by Richard Ingersoll, University of Pennsylvania, published in The Education Trust, All Talk No Action: Putting an End to Out-of-Field Teaching, August 2002. <http://www.edtrust.org>  
Note:
  - Teacher distribution data refers to core academic subjects in grades 7-12.
- **High Level Course Taking, 2004**  
National Center for Public Policy and Higher Education, Measuring Up, 2006. <http://measuringup.highereducation.org/>  
Note:
  - Top states defined as the median value of the five highest-performing states in each indicator.



## Opportunity (continued)

### Page 11

#### • **Special Student Placements, 2002**

U.S. Department of Education, Office for Civil Rights, 2003 Elementary and Secondary School Survey. <http://vistademo.beyond2020.com/ocr2002r/wdsdata.html>

Notes:

- Public K-12 enrollment percentages reported here are for 2002 as opposed to the 2005 K-12 enrollment data presented elsewhere in this report. This is in order to provide the most consistent comparison with the special student placement percentages, for which 2002 data is the most recent available.
  - Special education percentages are based on the number of students identified as having specific learning disabilities, mental retardation, and serious emotional disturbance.
- #### • **Funding Gaps, 2003**
- Ed Trust analysis of district-level state and local revenue data for the 2002-03 school year collected by the National Center for Education Statistics and the U.S. Census Bureau. Data published in The Education Trust, *The Funding Gap 2005: Low-Income and Minority Students Shortchanged by Most States*. For a more detailed explanation of the methodology used to calculate state funding gaps, see The Education Trust, *The Funding Gap 2005 Technical Appendix*. <http://www.edtrust.org>

### Page 12

#### • **Amount State Provides to Low-Income Students for Every \$1 of Federal Pell Grants, 2005**

Ed Trust calculations based on state need-based aid awards from the National Association of State Student Grant and Aid Programs' 36th Annual Survey Report on State-Sponsored Student Financial Aid for the 2004-2005 Academic Year and total Pell Grant expenditures from the U.S. Department of Education 2004-2005 Federal Pell Grant Program End-of-Year Report.

Note:

- Top states defined as the median value of the five highest-performing states in each indicator.
- #### • **Share of Income that Poorest Families Need to Pay for Tuition at Lowest Priced Colleges**
- National Center for Public Policy and Higher Education, *Measuring Up*, 2006. <http://measuringup.highereducation.org/>
- Note:
- Top states defined as the median value of the five highest-performing states in each indicator.